

Moving Toward Equity: Utah's Equity Plan

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Agenda

- Today's Purpose
- Background and Research
- Overview of Excellent Educators for All Initiative
- Utah's Data
- Your Data
- Feedback
- Next Steps

Today's Purpose

- To engage stakeholders in examining state and LEA data for the purpose of writing a state Equity Plan
 - Receive background information and gain an understanding of why Utah is writing an Equity Plan
 - Examine local and state data and analyze patterns and deviations
 - Offer ideas, insights, and perspectives
 - Improve student access to highly qualified educators regardless of what school they attend

Findings From Research on Equitable Access

The following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

Source: Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

Historical Background

- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006.
- States also were required to create plans to ensure that students from low-income families and students of color are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.

Utah's 2006 Plan

Utah's plan for ensuring high quality instruction in all classrooms will employ two central strategies:

- 1) continued progress in all Utah schools to the 100 percent HQA standard; and
- 2) careful and thorough data collection that monitors the distribution of teachers to ensure that Utah's poor and minority students are not being taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

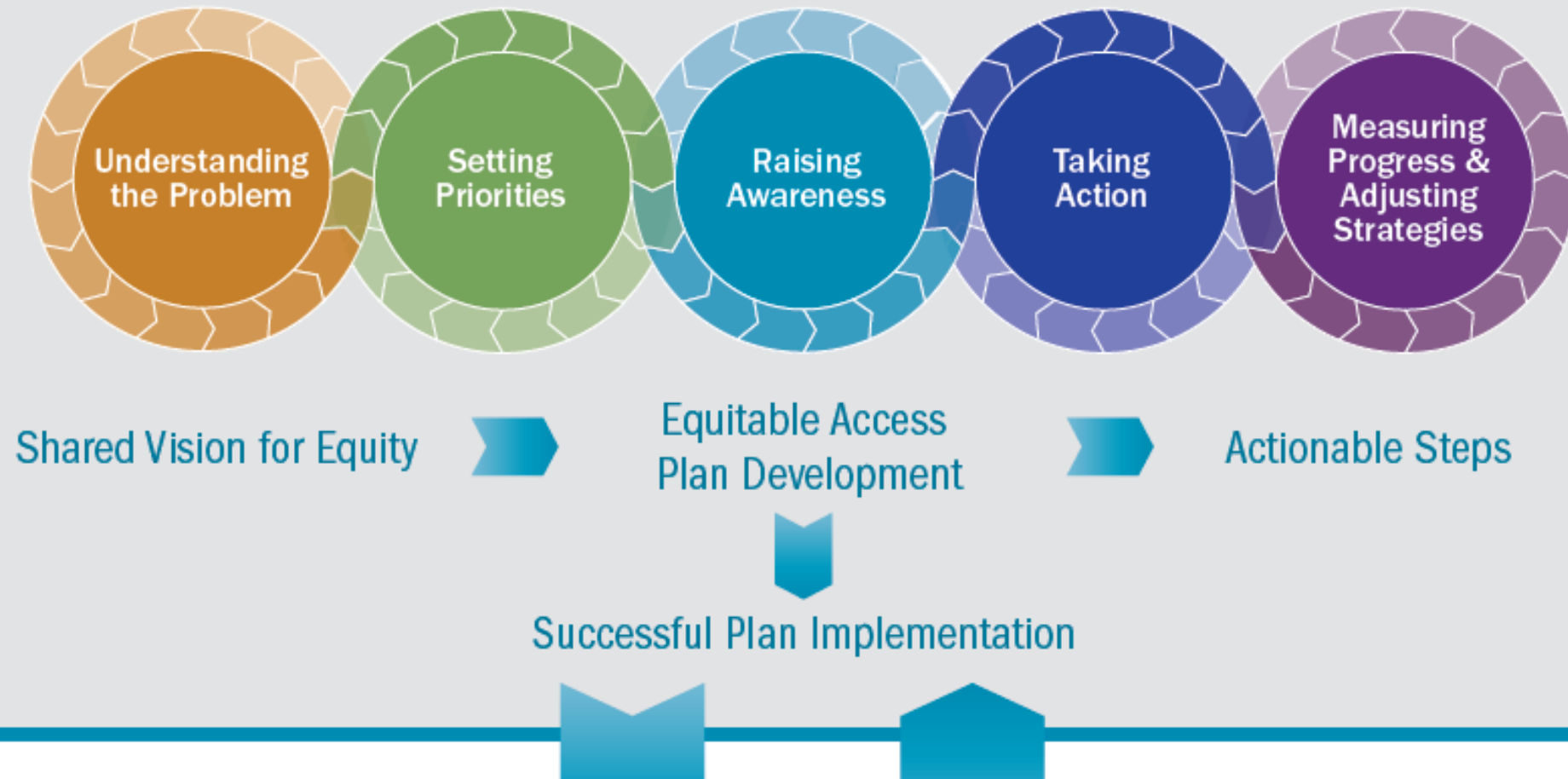
U.S. Department of Education Excellent Educators for All Initiative

- All states are required to submit equitable access plans by June 2015 that describe the steps that the state will take to ensure that all students have equitable access to excellent teachers.

Plans to Ensure Equitable Access to Excellent Educators must include

- Analysis of state data
- Consideration of root causes of equity gaps
- Engagement of teachers, principals, districts, parents, and community organizations

State Education Agencies



Utah Equity Plan

DATA ANALYSIS

Data Analysis

- Is there a problem?
 - It depends on how you define problem...
 - Varying levels of concern
 - Who do we focus on?
- Data Review
 - Impartial
 - State Review vs. LEA review
 - Ongoing
 - Flexible – Add new data

Data Definitions

- Included in the file
- Used 2013-14 Year-end Database
- How to access the file
 - District offices

Data Definitions

- Percentage of total **teacher** FTE
 - Educator Categories:
 - Regular Classroom Teacher
 - Special Education Teacher
 - Small N sizes
- Experience
 - % in their first year of teaching
 - Interns years are considered first year of teaching
 - Out-of-state experience entered in CACTUS were included
 - Year with any level of FTE considered a year of experience
 - % in the first 3 years of teaching
 - Same as above

Data Definitions

- Qualified in Field

- % Qualified in field
 - Standard Licensure/Qualification
 - Earning Standard licensure through ARL (in field)
- % Earning credential in field
 - Qualified by SAEP
- %Qualified by Restricted Credential
 - Qualified by LEA-specific licensure
 - Qualified by restricted endorsement (NESS)
- % Not in field
 - Not state qualified
 - Qualified by Letter of Authorization

State Level Data – Total and Title I

| | WEIGHTED FTE | 1ST Year Teaching (%) | Less than 3 years teaching (%) | Qualified in Field (%) | SAEP Qualified (%) | Restricted License (%) | Non Qualified (%) |
|--------------------|-------------------|-----------------------------|---|------------------------------|--------------------------|------------------------------|-------------------------|
| State Total | 26928.1605 | 8.4% | 21.8% | 94.2% | 0.6% | 0.4% | 4.8% |
| Charter Schools | 2494.87473 | 17.0% | 42.5% | 86.7% | 0.9% | 1.6% | 10.8% |
| Districts | 24433.2858 | 7.5% | 19.6% | 95.0% | 0.5% | 0.3% | 4.2% |
| | | | | | | | |
| Not Title I | 19385.7291 | 7.4% | 19.4% | 94.5% | 0.6% | 0.4% | 4.5% |
| Title I | 5422.81016 | 9.4% | 24.9% | 95.1% | 0.4% | 0.2% | 4.4% |
| Targeted Title I | 1874.91598 | 15.7% | 37.8% | 89.3% | 0.8% | 1.1% | 8.9% |

State Level Data – School Type

| | WEIGHTED FTE | 1ST Year Teaching (%) | Less than 3 years teaching (%) | Qualified in Field (%) | SAEP Qualified (%) | Restricted License (%) | Non Qualified (%) |
|-------------------------|-----------------|-----------------------------|---|---------------------------|--------------------------|---------------------------|-------------------------|
| ELEM | 14581.9196 | 8.8% | 23.1% | 95.9% | 0.1% | 0.3% | 3.7% |
| JRHI | 4181.27512 | 8.1% | 21.4% | 93.3% | 1.0% | 0.1% | 5.6% |
| MDINT | 1161.93538 | 6.9% | 17.9% | 92.4% | 1.1% | 0.8% | 5.8% |
| SPELM | 141.19945 | 11.8% | 27.8% | 88.1% | 0.4% | 0.0% | 11.4% |
| SPSEC | 329.82935 | 8.4% | 23.0% | 88.8% | 0.9% | 0.2% | 10.5% |
| SRHI | 6287.29632 | 7.9% | 19.6% | 91.7% | 1.2% | 1.0% | 6.2% |
| DISTRICT or UNSPECIFIED | 244.70528 | 6.5% | 15.0% | 91.7% | 0.4% | 0.0% | 8.0% |
| | | | | | | | |
| Not NESS | 25970.044 | 8.5% | 21.9% | 93.8% | 0.5% | 0.3% | 4.7% |
| NESS | 885.82454 | 5.7% | 15.7% | 87.8% | 1.2% | 3.6% | 8.2% |

Feedback

- What questions do you have about the data?
- What do you notice about how your data compares to state data?
- What are your first impressions regarding your LEAs data that may be outside the norm?
- What are we missing?

USOE Next Steps

- Identify priority LEAs
- Convene a statewide group to examine root causes
- Convene stakeholders to set priorities and develop a plan of action
- Engage stakeholders in implementation
- Engage stakeholders in measuring progress and adjusting

Your Next steps

- Convene local stakeholders to examine data and begin discussing root causes
- Identify current practices. What are you doing for schools with high numbers of inexperienced or unqualified teachers?
- Identify potential changes in practice.